

**“THE USE OF SNAKE AND LADDER BOARD GAME TO IMPROVE STUDENTS’  
SPEAKING ABILITY OF THE TENTH GRADE AT SMKN 1 PALOPO”**



**IAIN PALOPO**

**A THESIS**

*Submitted to the English Language Education Study Program of S1 Tarbiyah and  
Teacher Training Faculty of State Islamic Institute of Palopo in Partial  
Fulfillment of Requirement for S.Pd Degree in  
English Language Education*

**By**  
**RAHMAWATI JUFRI**  
**Reg. Num: 15.02020039**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
2019**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
2019**

## THESIS APPROVAL


This thesis entitled “The Use of Snake and Ladder Board Game to Improve Students’ Speaking Ability of the Tenth Grade at SMKN 1 Palopo”, which is written by **RAHMAWATI JUFRI**, Reg. Num. 15.02020039. English Language Education Study Program of S1 Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo, and has been examined and defended in **MUNAQASYAH** session which is carried out on Tuesday, September 17<sup>th</sup> 2019 M, concide with Muharram 17<sup>th</sup> 1441 H. It is authorized and acceptable as partial fulfillment of requirement for S. Pd degree in English Language Teaching.



**Palopo, 17<sup>th</sup> September 2019 M**  
**Muharram, 17<sup>th</sup> 1441 H**

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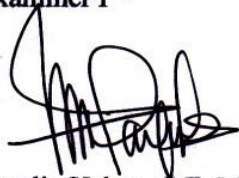
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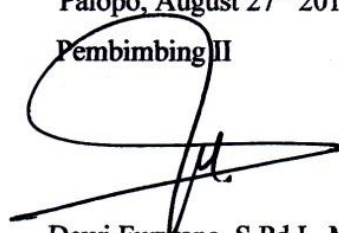
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Palopo 29 Agustus 2019

**The Researcher**



**RAHMAWATI JUFRI**

**Reg. Num. 15.02020039**

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## **ABSTRACT**

**Rahmawati Jufri 2019, The Use of Snake and Ladder Board Game to Improve Students' Speaking Ability of The Tenth Grade at SMKN 1 Palopo. Thesis Tarbiyah Department. Consultant**

**(1). Dr. Masruddin, S.S., M.Hum. (2). Dewi Furwana, S.Pd.I., M.Pd.**

**Key Words: Teaching, Speaking, Snake, and Ladder Board Game.**

This research focuses on the use of the Snake and Ladder Board Game in teaching students' speaking at the tenth grade of SMKN 1 Palopo. The problem statement of this research is How is the appropriate way in teaching speaking by using snake and ladder board game for students in SMKN 1 Palopo. This research aims to find out the appropriate way of teaching speaking by using snake and ladder board game for students in SMKN 1 Palopo.

This research used Classroom Action Research (CAR). The subject of the research is class X marketing at SMKN 1 Palopo. The total numbers of students are 52. The researcher take class X Marketing 2 the total of them 25 students. The procedure of the research used two cycles namely cycle I and cycle II and every cycle had fourth steps namely planning, implementing, observing and reflecting.

The result of this research shown that there were significant developments on students speaking skill at the tenth class students of SMKN 1 Palopo after conducting the treatments through snake and ladder board game. In which the score of a cycle 1 am 43,06 and the score of cycle II is 71,88. It means that the snake and ladder board game is an appropriate way to improve the students' speaking skills. In addition, the researcher found the result of the observation that almost all of the students gave positive responses, such as they gave attention seriously in learning process, they had been more active than before, make them happy and enjoy the class, and of course they could improve their speaking toward snake and ladder board game in improving speaking skill.



## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

Speaking skill is difficult for foreign learners because effective oral communication requires the ability to use language appropriately in social interaction. Since it is used in social interaction, the learners of language must have well in speaking. Speaking depends on an understanding of what has been said by the speaker or the interlocutor. Teaching speaking is sometimes considered a simple process, commercial language schools around the world hire people with no training to teach conversation. Although speaking is natural, speaking in a language other than our own is anything but simple.

Speaking clearly and confidently can gain the attention of an audience, providing the golden opportunity for the speaker to make the message known. Speaking skill is important for career success, but certainly not limited to one's professional aspirations. Speaking skills can enhance one's personal life and thereby bring about the well-rounded growth that we should all seek. Speaking skills can help in all areas of life. Speaking is the most important and most dreaded form of communication. Speaking results in an increase in confidence and with that, a cool and collected presence in front of the audience.

Some people or learners studied English, encountered a problem on how to speak to other people well. It can be said that the learning process in school was an attempt by teachers to make students learn. Activities in class that do not make students learn can't be said to be a learning process. Based on the observation at

SMKN 1 PALOPO, the researcher found that students are lack of practice English, especially on speaking practice. So there are many students can not speaking English fluently. Students are speaking English based on the textual reading, they were bored during the learning process, and they seldom join in speaking class because they are afraid and also get shy in speaking.

Using games will help to increase student enthusiasm in the learning activity because there are many games involving the participation of students to be more active in learning activities. Application games method helping to improve the ability of students in English including speaking skills, because speaking is the basic key to communicate. Lack of practice may hamper the improvement of student's speaking skills. According to Rumbold which was quote Bennet said games is a powerful motivator, encourage children to be a creative and developing idea, comprehension and their language. It's mean through games children can commit, apply and test they know.

The games are used as a medium of entertainment, but then much developed in the world of education. Games that can be used in learning are games that have been designed and tailored to the learning objectives. And in this research, the game the researcher takes is a snake and ladder game.

Snake and ladder board game is a fun game to do and it helps the students learn the language while playing in less anxiety. Using a snake and ladder board game will help to increase enthusiasm and interested student in teaching speaking. The aim of this game makes students the confidence to speak English and vanish their feeling about afraid to speak up. The students will speak

using English with their friends to complete the task of the game clues. So, the students will study while playing a game through a snake and ladder board game.

Media is a tool for teaching that is used to stimulate the mind, feeling, attention and ability or skill of the learner can encourage the learning process. The use of media in the learning process can generate new desire and interest, generate motivation and stimulation of learning activities and even bring psychological influences to students. The researcher will use a card as a media for the learning process. The card is used to make the learning process more interesting and make students more active in the learning process.

Based on the explanation above, the researcher is interested to conduct the research entitled "The Use of Snake and Ladder Board Game to Improve Students' Speaking Ability of the Tenth Grade at SMKN 1 PALOPO"

## **B. Problem Statement**

Related to the background above, the researcher identified the problem:

1) Students speaking English based on the textual reading. 2) students is bored during learning process. 3) Students seldom join in speaking class because they are afraid and also shy in saying. The researcher formulated a research question as follow : How is the appropriate way of using snake and ladder board game in teaching speaking for students X Marketing 2 in SMKN 1 PALOPO?

### **C. Objective of the Research**

To find out the appropriate way of using snake and ladder board game in teaching speaking for students X Marketing 2 in SMKN 1 PALOPO

### **D. Significance of Research**

#### **1. Theorifically**

The research expected to provide benefits to improve students' speaking ability using snake and ladder board game

#### **2. Practically**

##### **a. Teacher**

The researcher expected to provide a method for teachers in learning and provide solution to improving the skills speaking in english in school. The teacher using snake and ladder game in their learning process to making different classroom feel more comfortable and eliminating the bored of students during the learning process.

##### **b. Students**

The result of this research can be used as a means for them more motivated in learning english and make their passion direct involvement in the process of learning english. Using snake and ladder game helping students to improving or developing their speaking skills. So that the students can speaking with their friends or their teacher.



### **E. Scope of the Research**

This research was using snake and ladder board game in speaking skill. By discipline, this research under apply English Language Teaching. By activity, this research was use snake and ladder board game in teaching speaking. By content, this research focuses in speaking skill, especially in describing people.

### **F. Operational Definition**

Based on the title “The Use of Snake and Ladder Board Game to Improve Students’ Speaking Ability of the Tenth Grade at SMKN 1 PALOPO”.

The researcher gives definition as follow:

1. Speaking is students’ activity in class to talk about describing people
2. Snake and ladder board game is a board game that contains some clue for students to describe based on the material.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Research Findings

The resercher found some research related to this research as follow:

1. Endang Kusrini her research "*Teaching vocabulary for junior high school students using snake and ladder game*" in this research the researcher concluded snake and ladder board game is more effective than translation in teaching vocabulary for the eighth grade of junior high school.<sup>1</sup>
2. Agnes Ambar Pratiwi Bayuningsih her research "*Improving students' speaking ability using the snakes and ladders board game at 11<sup>th</sup> grade of SAINT PIUS X Vocational high school Magelang*" in this research the researcher concluded the implementation of snakes and ladders board game was successfully done in improving the students' speaking ability. The game was effective because it gave fun atmosphere in learning and gave the students new experience in learning process.<sup>2</sup>
3. Budiyanto "*The Effectiveness of using snake and ladder board game on students' simple present tenses understanding : a case study of SMPN2 SUMBER*" in this research the researcher concluded using snake and ladder board game is effective game for students to understanding simple present tense.<sup>3</sup>

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<sup>1</sup> Endang Kusrini. "*Teaching vocabulary for junior high school students using snake and ladder game*" in *jurnal aktif V.XIX, No 4*

<sup>2</sup> Agnes Ambar Pratiwi Bayuningsih, "*Improving students' speaking ability using the snakes and ladders board game at 11<sup>th</sup> grade of SAINT PIUS X Vocational high school Magelang*" i

<sup>3</sup> Budiyanto. "*The efeectoveness of using snake an dladder board gamenon students' simple present tense understanding: a case study of SMPN 2 SUMBER*"

in this research has similarities and differences with previous related research. The similarity is to use snake and ladder board game. and the differences are research uses different skill such as vocabulary, tenses and speaking, research uses different subject such as in junior high school and senior high school.

Based on the previous of related studies above, the researcher concludes that implementation of snake and ladder game could help the students to improve their ability. So, the teacher could apply this game to make students more active and interested to learning English , especially in speaking. Beside to improving speaking skill based on the previous research above snake and ladder game can be use to improving vocabulary.

## **B. Some Patient Ideas**

### **1. Speaking**

#### **a) Definition of speaking**

Speaking is important for language learners. Because of speaking we can make an understanding about information and circumstance in our environment. To make unifying the amity we need to communication. Because communication is the effective giving and receiving of information, to be effective the message must be understand by both the communicator and the receiver. Speaking is the process of conveying meaning from the speakers to the hearers through the use of verbal and non verbal symbol.

Speaking skill is always related to communication. Speaking skill can be stated as the skill to use the language accurately to express meanings in order to

transfer or to get knowledge and information from other people in the whole life situation. Therefore, in order to be able to wage successfully fluent oral production the speaker must possess knowledge of the language and skill to use properly and precisely. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth, and lips.

Speaking is like any other skill, such as driving or playing a music instrument: the more practice you get, the more likely it is you will be able to chunk small units into large ones.<sup>4</sup> Speaking clearly and effectively is essential if your organization's personnel are to be perceived as competent and confident in their daily activity. Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning.<sup>5</sup> Speaking as "a skill by which (they) people are judge while first expressions are being produced".<sup>6</sup> Speaking is one of the skills that have to be mastered by students in learning English. Speaking is an essential tool for communicating. For the teacher of English speaking, who are going to apply teaching speaking should be responsible to pay attention to some instructions to relate their teaching material to the real experience. So that the students can connect their speaking ability and experience in their daily.

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<sup>4</sup> Scott Thornbury, *How to Teach Speaking*, (England: Pearson Education Limited.2005), p. 6.

<sup>5</sup> David Nunan, *Practical English Language Teaching*, (first Edition; Singapore: Mc Graw Hill,2003),p.48

<sup>6</sup> Hedge, T. (2000). *Teaching and Learning in the language classroom : oxford handbooks for language teachers*. Oxford, U.K.:Oxford University Press.p.261

Turk (2003) defines speaking as the direct route one mind another, and is the way we usually choose when we want to ask question, or give explanation. The information is more easily understood through speech than through writing. The speaker can express their idea easily because by using spoken language the speaker can use verbal or non verbal expressions to emphasize meaning.

Harmer (2001) defines speaking ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language “on the spot”. It happens in the real situation and has little time for detailed planning. Therefore, the fluency is required to reach the goal of the conversation.<sup>7</sup>

Based on the explanation experts above the researcher concluded that speaking is activity that we do to communicate with another people to get information.

#### b) Principles for teaching speaking

- a. Be aware of the differences between second language and foreign language learning context

- 1) Foreign language (FL) context is one where the target language is not the language of communication in the society (e.g.: learning English in Japan or studying French in Australia).

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<sup>7</sup> Harmer jeremy. 1998. *How to Teach English England: Addison Wesley Longman Limited*

- 2) Second language (SL) context is one where the target language is the language of communication in the society (such as English in the UK or Spanish in Mexico).
- b. Give students practice with both fluency accuracy
    - 1) Accuracy is the extent to which students' speech matches what people actually say when they use the target language.
    - 2) Fluency is the extent to which speakers use the language quickly and confidently, with few hesitation or unnatural pauses, false starts, word searches, etc.
  - c. Provide opportunities for students to talk by using group work or pair work and limiting teacher talk

Pair work and group work activities can be used to increase the amount of time that learners get to speak in target language during lessons. One further interesting point is that when the teacher is removed from the conversation, the learners take on diverse speaking roles that are normally filled by the teacher (such as posing questions or offering clarifications).

- d. Plan speaking tasks that involve negotiation for meaning

Research suggests that learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make yourself understood. The process is called negotiating for meaning. It involves checking to see if you've understood

what someone has said, clarifying your understanding, and confirming that someone has understood your meaning.

- e. Design classroom activities that involve guidance and practice in both transactional and interactional speaking
  - 1) Interactional speech is communicating with someone for social purposes. It includes both establishing and maintaining social
  - 2) Relationship.
  - 3) Transactional speech involves communicating to get something done, including the exchange of goods or services.<sup>8</sup>

Brown describes six categories of speaking skill area. Those six categories are as follow:

a. Imitative

This category covers the ability to practice an intonation and focus on some particular elements of language form. it is only imitating a word, phrase or sentence, but the important thing is focusing on pronunciation. T he teacher uses drilling in the teaching learning process. by using drilling, students will get opportunity to listen and to repeat some words orally.

b. Intensive

This is the student's speaking performance where students are practicing some phonological and grammatical aspects of language. Students are doing the task in pairs (group work), for example, reading about that includes reading

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<sup>8</sup> David Nunan, *Practical English Language Teaching*, (first Edition; Singapore: Mc Graw Hill, 2003),

paragraph, reading dialogue with partner in turn, or reading information from chart.

c. Responsive

Responsive performance includes interaction and test comprehension in limited level of very short conversation, standard greeting and small talk, simple request and comments. This is kind of short responses to teacher or student-initiated question or comments, giving instructions and directions. However, those responses are usually sufficient and meaningful.

d. Transactional

It is carried out for the purpose of conveying or exchanging specific information. For example is conversation which is done in pair work.

e. Interpersonal

The purpose is for maintaining social relationship than the transmission of facts and information. The forms of interpersonal speaking performance are interview; role play, discussion, and conversations and games.

f. Extensive

A teacher gives students extended monologues in the form of oral reports, summaries, and story-telling and short speeches.<sup>9</sup>

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<sup>9</sup> Brown, H.D. (2000). *Principles of Language Learning and Teaching*. 4<sup>th</sup> ed. New York : Longman.



c) Characteristics of successful speaking activities

Brown says spoken language is easy to perform, but in some cases it is difficult, in order that they can carry out the successful speaking, they must have some characteristics of successful speaking activities such as :

a. Learners talk a lot

As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.

b. Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.

c. Language is of an acceptable level

Learners express themselves in utterances that are relevant, easy comprehensible to each other and of acceptable level of language accuracy.<sup>10</sup>

d) Speaking Difficulties

Study about foreign language is too difficult for beginners or learners as speaking skill. According to the Brown, the following characteristic of spoken language can make oral performance easy as well as in some case difficult.

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<sup>10</sup> Brown. 2001. *Characteristic of successful speaking activities*. new york: Cambridge University press.

### a) Clustering

Fluent speech is phrasal, not word by word. Learners can organize both cognitively and physically (in breath group) through such clustering.

#### 1) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

#### 2) Reduced Forms

Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English. Student who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

#### 3) Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our "thinking time" is not silent; we insert certain "fillers" such as *up*, *um well*, *you know*, *i mean*, *like*, etc. One of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

#### 4) Colloquial Language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and those they get practice in producing these forms.

#### 5) Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English to help learners achieve an acceptable speed along with other attributes of fluency.

#### 6) Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

#### 7) Interaction

As noted in the previous section, learning to produce waves of language in a vacuum without interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiation.<sup>11</sup>

## 2. Games

### a.) Definition of Game

Game is an activity that one engages for amusement or fun. Game is an activity or sport usually involving skill, knowledge or chance in which you follow

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<sup>11</sup>H. Douglas Brown, *Teaching By Principles an Interactive Approach to Language Pedagogy*, (San Francisco State University, 2007), p. 327.

fixed rules and try to win against an opponent or to solve a puzzle. Game is one of method to improving ability students. The use of games in a learning environment will not only change the dynamic of the class, but it will also rejuvenate students and help the brain to learn more effectively. Incorporating games in the classroom can increase students learning experience, make materials more current and relevant. games provide the students with new and varied learning environments that meet learners learning style.

The more exciting and interactive a teacher can make the learning environment, the more a teacher tries to introduce games and activities.<sup>12</sup> Games are highly motivating because they are amusing and interesting.<sup>13</sup> Game is an activity or a sport with rules in which people or teams compete against each other.<sup>14</sup> Games automatically stimulate the students interest and properly introduced game can be one of the highest motivating tehniques. And one significant different between language games and other activities is that they introduce an element of competition into the lesson.<sup>15</sup> Games make learners more willing to ask questions and think creatively about how to use English to achieve the goal.<sup>16</sup>

Based on the explanation experts above the researcher concluded game is an activity that give motivation and interested to students in learning process,

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<sup>12</sup> Redjeki Agoestyowati. "102 English Games"(Pt gramedia pustaka utama 2007)

<sup>13</sup> Aydan Erzos(2005). *Six games for EFL/ESL Classroom. The internet TESL jurnal*, vol 6 no 6

<sup>14</sup> Hornby. *Oxford Advance Learner's Dictionary. Seventh Edition. (New York: Oxford University Press,2006).p.612*

<sup>15</sup> P. McCallum and P. George. *101 Games. ( London: Oxford University Press,1980).p.9*

<sup>16</sup> Chen, I-Jung. (2005). *Using Games to Prommote Communicative Skill in Language Learning. The Internet TESL Journal*, XI (2),1-4.

because game will increase concentration and students will more active in learning.

b) Advantages of games

Advantages to playing game in the classroom

- a. More motivation
- b. Controlled competitiveness
- c. Strategy simulator
- d. Peer positivity
- e. Smaller stress
- f. Mighty memory
- g. Class cooperation
- h. Alert attention
- i. Friendly fun
- j. New knowledge.<sup>17</sup>

Carrier state that the advantages of using games can be summarized as follows:

- a. Games add variety to range of learning situations
- b. Games can minting motivation
- c. Games can refresh learners during formal learning
- d. Games can encourage an interest of those students whole feel intimidated by formal classroom situations
- e. Games can make a teacher-student distance less marginal

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<sup>17</sup> <https://www.teachstarter.com/blog/10-benefits-playing-games-classroom/>

- f. Games give an opportunity for students communication and can reduce more usual student-teacher communication
- g. Games can act as a testing mechanism, in the sense that they will expose areas of weakness.<sup>18</sup>

#### c) Types of language Game

Classifying games into categories can be difficult, because categories often overlap. Hadfield explains two ways of classifying language games.

The First, she divide language games into two types : lingusitic games and communicative games. Linguistic games focus on accuracy, such as supplying the correct antonym. On the other hand, communicative games focus on succesful exchange of information and ideas, such as two people identifying the differences between their two pictures which are similar to one another but not exactly a like. Correct language usage, though still important is secondary to achieving the communicative goal.

The second, Taxonomy that Hadfield uses to classify language games has many more categories. As with the classification of games as linguistic games or communicative games, some games will contain elements of more than one type:

1. Sorting, ordering or arranging games
2. Information gap games
3. Search games
4. Excharching games

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<sup>18</sup> Carrier, michael and the centre for british teachers. *Take 5 game and activities for the language learners*. Nelson and sons Ltd, 1985. ISBN 0-17-444199-1

## 5. Role play games

## 6. Matching games<sup>19</sup>

### 3. Theory of Snake and Ladder Board Game

#### a) Definition of snake and ladder

Board game is a kind of game that can be applied in language teaching as porenzo (1981) said that board game has also been used to teach children basic fact and information about the world in which they live. In the board game the materials that are needed include counters, dice, game board, and clue cards. There are many type of board game such as monopoly, snakes and ladders, ludo etc. Snakes and ladder is a board game for kids that is played by two or more people. snake and ladder board game is a board game in which pictures of snakes and ladders retard or facilitate the players' progress. snake and ladder game is a board game in which players move counter along a series of squares according to throws of a dice. a ladder provides a short cut to a square nearer the finish and a snake obliges a player to return to a square nearer the start.

According to Rodilla (2012) some benefits of using board games for learners are providing rich learning opportunities and improving their learning ways, connecting to real life situations, encoring the use of authentic materials and guarantee fresh content.

According to Muaddab as cited in Nachiappan(2014) snakes and ladder game was created in the 2<sup>nd</sup> century BC developed by the Hindus to teach their

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<sup>19</sup> Hadfield Jill, *Elementary Vocabulary Games*, online :<http://www.google.com>.Accesed on December 15<sup>th</sup>2012.

children of morality lesson. The game named “Paramapada Sopanam” or Ladder to Salvation. The ladders provide a short to a square nearer the finish square and the snakes obligate the players to return to a square nearer the start square. The snakes symbolize bad omens and the ladders represented good values. The game has become part of the traditional game in Indonesia although there is no detailed information about its commencement in Indonesia. This game can also be used as a tool to teach, entertain, and to build up interactive communication among the players.<sup>20</sup>

The game board is divided into small boxes and in some boxes is drawn a number of “ladder” or “snake” that connect it to another box. This game was created in 1870. Each player starts with a piece in the first box (usually the box in the lower left corner) and takes turns throwing the dice. The pawn is run according to the number of dice eyes that appear. If the player lands at the bottom of a ladder, they can immediately go to the other end of the stairs. When landing in a box at the bottom end of the snake. The winner is the first player to reach the last box. Usually when a player gets 6 from the dice, they get a turn once more, if not then turn to the next player.

b) The benefits snake and ladder board game

1. Provide knowledge to children through the learning process of playing while learning.

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<sup>20</sup> Agnes Ambar Pratiwi Bayuningsih. “Improving students’ speaking ability using the snakes and ladders board game at 11<sup>th</sup> grade of SAINT PIUS XVOCATIONAL HIGH SCHOOL MAGELANG” Thesis of DHARMA UNIVERSITY YOGYAKARTA 2016



2. Stimulates developing thinking, creativity, and language so as to be able to foster good attitude, mentality and morals.
3. Creating an attractive playing environment, providing a sense of security and sun
4. Know losing and winning
5. Learn to work together and wait for their turn.<sup>21</sup>

Some benefits of using board games for learners

1. Providing rich learning opportunities
2. Improving their learning ways
3. Connecting to real life situations
4. Encoring the use of authentic materials
5. Guarantee fresh content.<sup>22</sup>

Some benefits using board game for teacher

1. Helping teacher get learners involved
2. Get a more positive and proactive response
3. Enhancing students motivation
4. Providing endless possibilities and kinds of material
5. Improve teacher's teaching practice
6. Encourage teachers to put aside the text book and usual teaching practices temporarily.<sup>23</sup>

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<sup>21</sup> Fatkhan, *Pengertian Media Pembelajaran Permainan Ular Tangga*.  
[Http://fatkhan.web.id/pengertian-media-pembelajaran-permainan-ular-tangga/](http://fatkhan.web.id/pengertian-media-pembelajaran-permainan-ular-tangga/)

<sup>22</sup> Rodilla, R.H.M. (2012) *Playful Learning in the EFL Class: The Benefical of Board Games and the LEGO Serious Play Method*. Retrieved December 1,2014 from  
[http://www2.uah.es/master\\_tefl\\_alcala/pdf/tfm/regina\\_mateos\\_rodillo.pdf](http://www2.uah.es/master_tefl_alcala/pdf/tfm/regina_mateos_rodillo.pdf).

<sup>23</sup> Ibid

c) Procedure of using snake and ladder board game

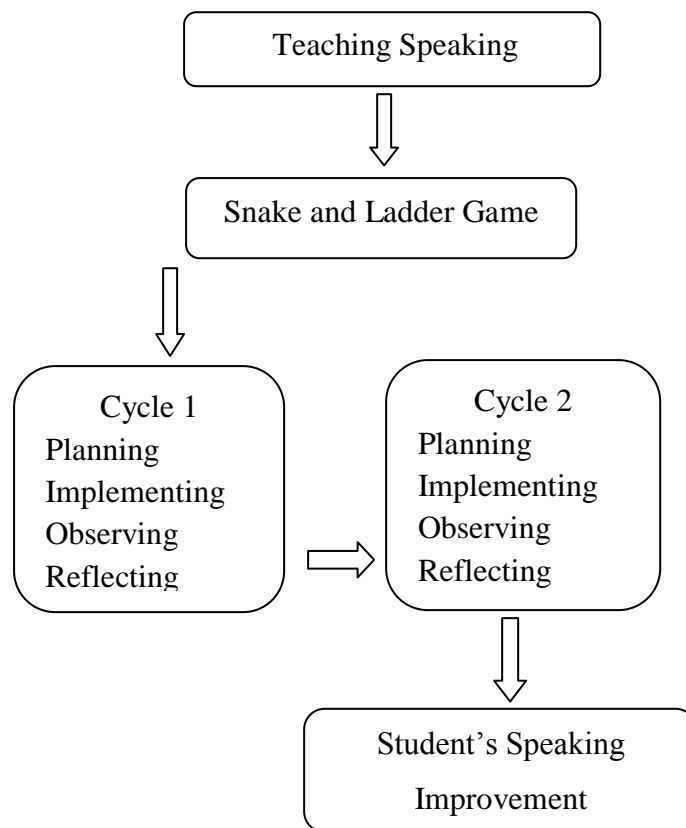
- 1) First place a snake and ladder board game in a table or on the floor (which ever you feel comfortable) and sit around it
- 2) Decide who will go first and who will go last and pick a different colored counter for each person
- 3) Place all the counters on the side of the board and player 1 can roll their dices, they can only start if they get either 6 on either dice
- 4) If you don't get either 6 its next players turn to roll the dice
- 5) Keep rolling the dice until you get 6. Once you get either one count the two numbers on your dice and move according to the number
- 6) Keep adding on after each turn you have. Follow the numbers as you go along
- 7) If you land on a ladder go up
- 8) If you land on a snakes tail go down
- 9) The first one finished the game is the winner

d) Teaching speaking using snake and ladder board game

Applying snake and ladder board game for students an interesting activity in the class. the students can not bored again in the class. This game is fun, easy to do, and it is help the students learn language while playing in less anxiety. The students will speak using English with their friends or teacher in order to complete the task of the game. However, preparing a snake and ladder board game for speaking which is suitable for language teaching is not easy task, it is needs time and effort.

### C. Theoretical Framework

In this research the researcher teaching speaking with material describing people. The researcher teaching by using snake and ladder board game. Applying snake and ladder game for students an interesting activity in the class. This game is fun, easy to do, and it helps the students learn language while playing in less anxiety. The researcher gave snake and ladder board game in learning process and hoped improve the students' speaking ability



**D. Hypothesis**

In this research, researcher use statistic hypothesis namely:

1.  $H_0$ : The use of snake and ladder board game is not effective in teaching speaking of the first grade students at SMKN 1 PALOPO.
2.  $H_1$ : The use of snake and ladder board game is effective in teaching speaking of the first grade students at SMKN 1 PALOPO.

### CHAPTER III

#### RESEARCH METHOD

##### A. Research Method

The method of this research was CAR (Classroom Action Research) to discover whether the use of snake and ladder board game in speaking improvement in students class X SMKN 1 Palopo. Classroom action research was an effective method of research in improving the quality of English teachers' performance in instruction as well as students' achievement in learning English in classroom. In classroom action research, English teachers assess the effectiveness of their own teaching activities and plan the improvement based on the result of the assessment.<sup>24</sup>

Classroom Action Research was the research conducted by the classroom teacher or school where teaching with emphases in the improvement or enhancement of learning practices and processes.<sup>25</sup>

In order to solve the problem, the researcher use CAR (Classroom Action Research) that contains of four stages: they are planning, implementation of action, observation and reflection.

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<sup>24</sup> Mohammad Adnan Latief, *Research Methods on Language Learning An Introduction*, (Malang: UM Press, 2014). Page. 144.

<sup>25</sup> Susilo, *Penelitian Tindakan Kelas*, (Cet.II, Yogyakarta: Pustaka Book Publisher, 2009). Page 16.

## **B. Design of Research**

The research begin from surveying and identifying classroom problems. A classroom problems pointing to the classroom practice that will be improved to result in better learning achievements of the students.

Based on the result of observation that is done by the researcher, most of students were still less of speaking. That is why the design of this research refers to planning of how to teaching speaking well. She hope that with her planning, students can mastering about English speaking.

The researcher make a planning with her collaborator about the strategy on speaking learning, and the researcher was focus on classroom action research in teaching speaking in using Snake and Ladder Board Game.

## **C. Setting and Subject of Research**

The subject of this research was students in SMKN 1 PALOPO Class X. especially X Marketing 2 it consisted of 25 students with different ability backgrounds starting from the high, medium and low seen from the intelligence and intellectuals of each student. from 25 students consisting of 10 men and 15 women.

## **D. Data Sources**

### **1. Students**

The position of students in this research as subject of the research, the researcher hope after researching the students can improve their speaking.

## 2. Collaborator

The position of collaborator in this research as a observer, the collaborator help the researcher to observe the students, so the researcher is able to know the students condition in learning process and give suggestion and solution to the problem for each cycle.

## E. Procedure Of the Research

### First Cycle

In this part there are four stages namely : planning, implementation, observation and reflection.

#### a. Planning

1. The researcher make lesson plan based on the curriculum and arrange the material of lesson plan.
2. Make a list of observations to observe the condition of the learning process.
3. Prepare the facilities to be used in the learning process.
4. Selecting the teaching materials that match the class behavior.

#### b. Implementing

##### First meeting

#### 1. Pre-teaching

- a. Teacher begins this meeting with greetings
- b. Teacher explains the procedure of learning for this meeting before the teacher starting the lesson



- c. The teacher tells the students about the material in meeting.
- d. The teacher tells the students about the games to be use in this meeting.

2. While-teaching

- a. The teacher tells the students how to describe someone
- b. The teacher give chance to students in front of class to describe someone
- c. The teacher tells the students how to playing snake and ladder board game.
- d. Teachers divide students into some group
- e. For each groups decide who will go first and who will go last
- f. Then roll the dice and move based on the number in the dice
- g. If you land on a snakes take the card and follow the clue that is on the card.
- h. If you land on a ladder take the card and follow the clue that is on the card.
- i. The first people finish that board game is the winner.

3. Post-teaching

- a. Teacher gives conclusion about the material and tell students about the word or sentence that they don't know before
- b. Teacher close the meeting

## Second meeting

1. Pre-teaching
  - a. Teacher begins this meeting with greetings
  - b. Teacher explains the procedure of learning for this meeting before the teacher starting the lesson
  - c. The teacher tells the students about the games to be used in this meeting.
2. While-teaching
  - a. The teacher continue the material at the initial meeting.
  - b. The teacher tells the students how to describe someone
  - c. The teacher give chance to students in front of class to describe someone
  - d. The teacher tells the students how to playing snake and ladder board game.
  - e. Teachers divide students into some group
  - f. For each groups decide who will go first and who will go last
  - g. Then roll the dice and move based on the number in the dice
  - h. If you land on a snakes take the card and follow the clue that is on the card.
  - i. If you land on a ladder take the card and follow the clue that is on the card.
  - j. The first people finish that board game is the winner.
3. Post-teaching
  - a. Teacher gives conclusion about the material and tell students about the word or sentence that they don't know before

b. Teacher close the meeting

c. Observing

This is implementing while in a teaching learning process. The researcher writes everything in learning process from the teacher performance in opening until closing learning process, and the students' activity in learning process. Then the result of this observation collected and analyzed to be material of reflection.

d. Reflecting

In this stage, the teacher, researcher or other observer each collaboration evaluate to know weakness and strangeness from the implementation of the initial cycle used as consideration of lesson plans in the next cycle.

## **Second Cycle**

In this part there are four stages namely : planning, implementation, observation and reflection.

a. Planning

1. The researcher make lesson plan based on the curriculum and arrange the material of lesson plan.
2. Make a list of observations to observe the condition of the learning process.
3. Prepare the facilities to be used in the learning process.
4. Selecting the teaching materials that match the class behavior.
- 5.

b. Implementing

First meeting

1. Pre-teaching

- a. Teacher begins this meeting with greetings
- b. Teacher explains the procedure of learning for this meeting before the teacher starting the lesson
- c. The teacher tells the students about the material in meeting.
- d. The teacher tells the students about the games to be use in this meeting.

2. While-teaching

- a. The teacher tells the students how to describe someone
- b. The teacher give chance to students in front of class to describe thing
- c. The teacher tells the students how to playing snake and ladder board game.
- d. Teachers divide students into some group
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- g. If you land on a snakes take the card and follow the clue that is on the card.
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- f. For each groups decide who will go first and who will go last
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This is implementing while in a teaching learning process. The researcher writes everything in learning process from the teacher performance in opening until closing learning process, and the students' activity in learning process. Then the result of this observation collected and analyzed to be material of reflection.

### d. Reflecting

In this stage, the teacher, researcher or other observer each collaboration evaluate to know weakness and strengtness from the implementation of the initial cycle used as consideration of lesson plans in the next cycle.

## **F. Instrument Of Collecting Data**

### 1. Observation

In this research there are two kinds observation, observations students' activity and observation implementation learning. Observation students activity was focus on students active in learning process and observation implementation learning was focus on teacher activity or students active in learning process. Observation is done on the written way or spoken way.

## 2. Speaking Test

Speaking tests is used to obtain the information about the students' speaking skills before and after the implementation of snake and ladder board game in teaching and learning process of speaking. The test is done twice, in the forms of pre-test and post-test. The researcher will use some picture in test, and the students make description based on the picture. The researcher will use speaking rubrics to collect the sources of the students' speaking performance and analyzed the fluency, accuracy, and comprehensibility.

## 3. Documentation

The researcher using camera as instrument to collecting data to take a record in the process of teaching learning speaking as an evidence this research.

## **G. Technique of Data Analysis**

The data from speaking test are the score on the scoring classification. they are Fluency, Accuracy and Comprehensibility. According to J.B Heaton in yusuf. Detail elaboration is presented as follow:

## 1. Fluency

**Table : 1**  
**Fluency**

Clasification	Score	Criteria
Excellent	6	Speaks without too great an effort with a fairly wide range of expression. searches for word occasionally but only one or two unnatural pauses.
Very Good	5	Has to make an effort at times to search for words. nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has to make an effort and search for words, there are not too many unnatural pauses. fairly smooth delivery mostly. occasionally fragmentary but succeed in conveying the general meaning. fair range of expression.
Average	3	Has to make effort for much of time often has to search for the desired meaning. frequently fragmentary and halting delivery. almost give up making the effort at time. limited range of expression
Poor	2	Long pauses while he searches or desired



		meaning. frequently fragmentary and halting delivery.
Very Poor	1	Full of long unnatural pauses. very halting and fragmentary delivery. at times give up making the effort. very limited range expression.

## 2. Accuracy

**Table : 2**

### **Accuracy**

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slight influenced by the mother tongue. two or three minor grammatical and lexical error.
Very Good	5	Pronunciation is slightly influenced by the mother tongue. a few minor grammatical and lexical error but most utterance are correct
Good	4	Pronunciation is moderately influenced by the mother tongue but no serious phonological errors. a few grammatical and lexical errors but only causing confusion

Average	3	Pronunciation is influenced by mother tongue only a few serious phonological errors, some of which cause confusion.
Poor	2	Pronunciation is seriously influenced by mother tongue with errors causing a break down in communication. many “basic” grammatical and lexical errors
Very Poor	1	Serious pronunciation errors as well as many “basic” grammatical and lexical errors. no evidence of having mastered any of the language skill and areas practice in the course.

### 3. Comprehensibility

**Table : 3**  
**Comprehensibility**

Classification	Score	Criteria
Excellent	6	Easy for listener to understand the speaker’s intention and general meaning. very few interruption or classification required.
Very Good	5	The speaker’s intention and general meaning are fairly clear. a few

		interruption by the listener for the sake of classification are necessary.
Good	4	Most of what says is easy follow. his intention is always clear but <i>several interruptions</i> are neccesery to help him convey message or seek classification.
Average	3	The listener can understand a lot what is said, but he must constantly seek clasification. cannot understand many of the speaker's more complex or longer sentence.
Poor	2	Only small bits (usually short sentences and phrase) can be understand and then with considerable effort by someone who is listening the speaker.
Very Poor	1	Hardly anything of what is said can be understood. event when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he eems to have said. <sup>26</sup>

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<sup>26</sup> J.B.Heaton, *Wrting English Language Test. (New York: Longnam Group UK, Company, 1988),p.100*

to clarify the student score, there were five classification which will use as follow:

NO	Qualification	Score
1	Excellent	90 – 100
2	Very Good	80 – 89
3	Good	70 – 79
4	Average	60 – 69
5	Poor	50 – 59
6	Very Poor	0 – 49

calculating the mean finding out the stand deviation of the pre-test and post-test computing the frequency and the rate percentage of the students' scores by using SPSS 22.

In this stage, the researcher analyzes data. The data taken from the test are analyzed by using the following formula.<sup>27</sup>

$$Md = \frac{\sum x}{N}$$

Where:

Md = Mean Score

$\sum x$  = Total Raw Score

N = Total Sample

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<sup>27</sup> Fitrianti, *Incresing Reading Comprehension By Using Students Team Achievement Division (STAD) At The Seventh Year Students Of SMPN 8 Palopo, (English Study Program and Teaching Study Faculty IAIN Palopo :2015).*

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

#### **A. Findings**

##### **1. Condition of the class**

The researcher got some data about the condition of the class which were problems for students. The researcher was informed that condition of students in the class was the lack of practice English especially on speaking practice. So there were many students did not speaking English fluently. Some students spoke based on the textual reading. Then some students were bored during learning process and also seldom joined in speaking class.

The researcher known students ability based on the result of pre-test, where the researcher gave students picture, then the students choose one picture and then describe based on the picture. After the researcher gave pre-test then the researcher told students the purpose of the test.

##### **2. Report of the research**

###### **a. Cycle 1**

###### **1) Planning**

The planning section in this cycle were the researcher prepared all tools that needed to carry out the study in the class, such as lesson plan (RPP), preparing the test to know the basic students' speaking ability, the researcher also prepared some tools as the instrument to support this research such as snake and ladder board game, observation sheets and camera.

- a) The researcher greeting to students
- b) The researcher explained speaking material and the ruled of snake and ladder board game
- c) The researcher informed about learning activities for the next meeting
- d) The researcher finished learning activity by pray together

## 2) Implementing

In first cycle the researcher started on Wednesday 17 July 2019 at 9.00 am. The researcher and collaborator entered to the English class. She said greeting and asking the students about their condition and pray together to start the lesson. The researcher prepared tools that would be used to learn. And then the researcher asked to students about condition to ready studied and prepare to teaching.

The researcher explained the procedure of learning before the researcher start the lesson. Before explain about the material the researcher asked the students and said “did you know what is describing people” then the students said “No. I did know miss”.

The researcher tolls the students about the material and toll about the game that used. After that the researcher explained how to used and ruled to play snake and ladder board game to improve their speaking. The students can ask researcher if they confused or did not understand with the material that researcher gave before. Then the researcher gave chance to students one by one to come forward in front of class to present the material individually that the researcher explains before. When the researcher was sure all of the students understood about the material.

The researcher then divided students to be 5 groups. The researcher divided them by asking the students to count. Each student count beginning from 1 until 5 and back again to 1 until 5 again and so on, for example a student count 1, the next student said 2, the next students said 3, next student said 4 and the next student said 5 and next student back again said 1 and so on until all of the students get number, after that the researcher ask them to collect each number, for example each number 1 collect with number 1, number 2 collect with number 2, number 3 collect with number 3, number 4 collect with number 4 and number 5 collect with number 5. Each group consists of 5 members. After making group then the students started to play the game that the researcher toll before.

The end of this meeting the researcher gave conclusion about the material, then the researcher toll the students' word or sentence that they did not before. Than the researcher toll about the material in the next meeting, after that the researcher closed the meeting.

### 3) Observing

Based on the result of observing in first cycle the researcher found some problems in teaching learning process. When the researcher gave speaking material in the class there were students did not pay attention, they were disturb each other. Then the researcher tries to make normally the situation in the class, it was make students quite situation and the researcher continued the material. But for the several minutes later the students made crowded in class again.

In this cycle was not really conducive the students were very crowded. They spoke aloud to each other during the teaching learning process. There were

students who did not understand about the rule of the game. The instruction should be repeated several times since it was the first time for the students played the game in the class.

#### 4) Reflecting

The researcher and collaborator made reflecting to decrease the lack in this cycle. There was still significant weakness in the cycle I. When the researcher entered to the class some of students still busy with their activity but some of them also gave enthusiasm when the researcher and collaborator came to the class. Some of students were not really active in learning activities, only 5 students were very active, 7 students were active, 7 students were less active and 6 students were not active. It means that the students were not really active. In learning process there were students enjoyed because the researcher teaching material using game. So the students did not bore in learning process. The evaluation mean score only 43,06. The advisement of the students still low. There were only some students were active in giving responding the topic that given by researcher.

In the fact after making observation the researcher concluded that the learning process that occurs in the classroom was relatively ineffective. 68% of students did not pay attention and followed the learning process optimally. They were disturbing each others. When they spoke English they were shy with their friends and if they making mistakes. The researcher was changed the learning model. In first cycle she asked the students to present a material individually. Because some of students shy if present the material individually. In the second cycle the researcher asked the students to choose a partner and discuss about the



material that researcher gave before. After the class, the researcher gave students a material to learn at home to prepare in cycle II.

Based on the result of the observation, the students' score of the test were still disappointing in the first cycle. Therefore the researcher need to do reflection to identify the weakness action in cycle I they were: 1) the mean score the result of the students test in cycle I was 43,06. It means the score was still low. so the students score of the students in cycle II must be improved. 2) Based on the result the observation, the student's ability in speaking skill by snake and ladder board game were still low. Related to the students ability in speaking skill, the solution of problems would be prepared such as: 1) the researcher explained more material 2) the researcher formed the students in partner to discussing the material 3) the researcher guided the students more intense in material

5) The result of students speaking test

**Table 4.1**  
**The result of the test in cycle 1**

NO	Respondent	Three aspect of speaking assessment			Score of test
		Accuracy	Fluency	Comprehensibility	
1	01	2	3	3	44
2	02	4	3	2	50
3	03	2	1	3	33
4	04	2	4	2	44
5	05	3	2	2	39
6	06	2	3	3	44
7	07	3	3	4	56
8	08	4	4	3	61

9	09	4	4	1	50
10	010	3	4	2	50
11	011	2	3	3	44
12	012	2	2	2	33
13	013	3	1	3	39
14	014	2	4	4	56
15	015	2	2	2	33
16	016	1	4	4	50
17	017	3	3	2	44
18	018	1	2	3	33
19	019	3	1	4	44
20	020	3	1	4	44
21	021	4	3	1	44
22	022	2	3	1	33
23	023	1	2	3	33
24	024	3	3	3	50
25	025	2	1	4	39
	Mean Scores				43,06

Calculating the mean score of the student's speaking test of cycle 1

$$Md = \frac{\sum x}{N}$$

$$= \frac{1,090}{25}$$

$$= 43,06$$

$$= 43,06$$

**Table 4.2**  
**The rate percentage of students' score at the first cycle**

Classification	Score	Frequency	Percentage
Excellent	90-100		
Very Good	80-89		
Good	70-79		
Average	60-69	1	4%
Poor	50-59	7	28%
Very Poor	0-49	17	68%
Total			100%

Based on the on table 4.2 shows that the students' score at the first cycle test there were none students (0%) got classification "Excellent", none students (0%) got classification "Very Good", none students (0%) got classification "Good", 1 student (4%) got classification "Average", 7 students (28%) got classification "Poor" and 17 students (68%) got classification "Very Poor".

**Table 4.3**  
**Observation list in cycle I**

No	Students Name	Students Participation		
		Not Active	Less Active	Active
1	01			
2	02			
3	03			
4	04			
5	05			
6	06			

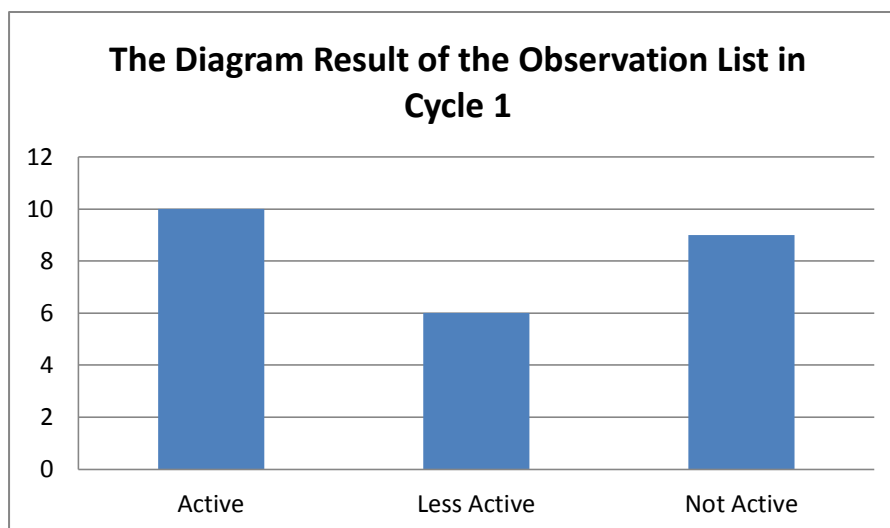
7	07			
8	08			
9	09			
10	010			
11	011			
12	012			
13	013			
14	014			
15	015			
16	016			
17	017			
18	018			
19	019			
20	020			
21	021			
22	022			
23	023			
24	024			
25	025			

Where:

- a) **Active** : The students were responsive and participate fully in all activities in the learning and teaching process.
- b) **Less Active** : The student pays attention and gave responses once in a while.

- c) **Not Active** : The student does not give responses to the material, she/he looks confuse, bored and sometimes leaves the class.

**Table 4.4**



There were still significant weakness in the first cycle namely: some of students did not really active in learning activities, only 10 students active, 6 students less active and 9 students did not active. It was means that the students did not really active. The evaluation means score was 43,06

In the findings, there were some students active in giving responds to talk about the material that give by the researcher. In fact, after making observation the researcher can concluded that the learning process that occurs in the classroom was relatively ineffective. Most of the students did not pay attention and follow the learning process optimally, there were play games, disturb their friends and toll stories with their seatmates. After doing observation they said they were bored during learning process and total Sample seldom join in speaking class because they were shy and afraid in speaking. In first cycle the researcher asked the students to explain about describing. And then describing people for the next

cycle the researcher asked them to describe the people they want in front of class and did not change the material in the first cycle and in the second cycle still same is about describing people.

The researcher was changed the learning model. In first cycle she asked the students to present a material individually. Because some of students shy if present the material individually. In the second cycle the researcher asked the students to choose a partner and discuss about the material that researcher gave before. The variety of teaching will help to get higher motivation to upgrade in learning.

Based on the result of the test in cycle 1 the observation for clear look at that table.

#### 1. Accuracy

**Table 4.5**  
**Accuracy**

Classification	Score	Frequency	Total Sample
Excellent	6		25
Very Good	5		25
Good	4	4	25
Average	3	8	25
Poor	2	10	25
Very Poor	1	3	25

Based on the table 4.5 shows that the students' score in the accuracy of cycle I are varieties : in which there were none students got "Excellent", none

students got “Very Good”, 4 students got “Good”, 8 students got “Average”, 10 students got “Poor” and 3 students got “Very Poor” classification.

## 2. Fluency

**Table 4.6**  
**Fluency**

Classification	Score	Frequency	Total Sample
Excellent	6		25
Very Good	5		25
Good	4	6	25
Average	3	9	25
Poor	2	5	25
Very Poor	1	5	25

Based on the table 4.6 shows that the students’ score in the fluency of cycle I are varieties: in which there were none students got “Excellent”, none students got “Very Good”, 6 students got “Good”, 9 students got “Average”, 5 students got “Poor” and 5 students got “Very Poor” classification.

## 3. Comprehensibility

**Table 4.7**  
**Comprehensibility**

Classification	Score	Frequency	Total Sample
Excellent	6		25
Very Good	5		25
Good	4	6	25
Average	3	9	25
Poor	2	7	25
Very Poor	1	3	25

Based on the table 4.7 shows that the students' score in the Comprehensibility of cycle I are varieties: in which there were none students got "Excellent", none students got "Very Good", 6 students got "Good", 8 students got "Average", 7 students got "Poor" and 3 students got "Very Poor" classification.

Based on the result of the observation and score of the test still disappointed in the first cycle, the researcher needed to do reflection to know the weakness in cycle I they were: (1) the mean score the result of the students test in cycle I the percentage 43,06 It was means under low the score standard, so the students score of test in cycle II must be increase (2) based on the result the observation made by observer to activities researcher execution learning speaking skill through snake and ladder board game that the students speaking skill is still low, the researcher do second cycle and must be increase some aspect in the next cycle. Especially, the students speaking ability



## **b. Cycle II**

### **1) Planning**

The researcher hoped in cycle II the students were more active in class than before. The researcher and collaborator back to prepare all the requirement to continue the research such as: lesson plan (RPP), observation sheets, snake and ladder board game, camera and all of tools that researcher needed in this research. Planning in the second cycle is different with first cycle. In the second cycle to make students to be active in the class. The students will discuss the material with their partner and asking the researcher if they were confused the material.

- a) The researcher greeting to students
- b) Explain speaking material and the rule of snake and ladder board game
- c) finished learning activity by pray together

### **2) Implementing**

In the second cycle the researcher started on Wednesday 07 August 2019, the researcher and collaborator entered to the English class. She said greeting and asking the students about their condition and pray together to start the lesson. The researcher explained the procedure of learning for this meeting before the researcher star the lesson.

The researcher toll the students about the material and game that used after that the researcher explained about speaking material and explained how to used and ruled to play snake and ladder board game to improve their speaking. The students can ask researcher if they confused with the material. Then the

researcher gave chance to students come forward in front of class to present the material with their partner that their choose. When the researcher was sure all of the students understood about the material.

The researcher divided students to be 5 groups. The researcher divided them by asking the students to count. Each student count beginning from 1 until 5 and back again to 1 until 5 again and so on, for example a student count 1, the next student said 2, the next students said 3, next student said 4 and the next student said 5 and next student back again said 1 and so on until all of the students get number, after that the researcher ask them to collect each number, for example each number 1 collect with number 1, number 2 collect with number 2, number 3 collect with number 3, number 4 collect with number 4 and number 5 collect with number 5. Each group consists of 5 members.

The end of this meeting the researcher gave conclusion about the material, the researcher toll the students word or sentence that they did not before. After that the researcher closed the meeting and the researcher said “Thank you so much because you all ready to help me in my research”.

### 3) Observing

Based on the result of observation in cycle II when the researcher gave speaking material in the class situation was conducive and did not crowd than before cycle. They could focus in learning process and the students did not disturb each other. The researcher tries to ice breaking in the class and made normally the crowded situation in class. So, the researcher could continue the material.

In this cycle the students more active and could understand about the material and the rule of the game. And the researcher did not to repeat several times to give instruction to students.

#### 4) Reflecting

The result of the last cycle the researcher and collaborator found the students really active and enjoy in lesson at the classroom. When the researcher entered to the class the students gave good enthusiasm when the researcher and collaborator came to the class. There were students active in learning activities, there were 13 students very active, 10 students were active, 2 students were less active and none students were not active. It means that the students were really active. In learning process there were students enjoyed because the researcher teaching material using game. So the students did not bored in learning process. The evaluation mean score was 71,88 . There were improved of the students score.

In the fact after making observation the researcher concluded that the learning process that occurs in the classroom was relatively effective. 98% of students gave pay attention and followed the learning process optimally. They did not disturb each others. The researcher explained about the material fluently without trouble in the class and they were very active to join the learning process. They had strong spirit, good participant and they will focus if the researcher gave explanation about the material. The researcher was changed the learning model. In first cycle she asked the students to present a material individually. Because some of students shy if present the material individually. In this cycle the researcher

asked the students to choose a partner and discuss about the material that researcher gave before.

Based on the result of the observation, the students' score of the test in cycle 2 were increase then in the cycle 1. The mean score of cycle I was 43,06 and the mean score of cycle II was 71,88. It was means the researcher and collaborator can conclude that in the second cycle the use of snake and ladder board game was appropriate way in teaching speaking.

5) The result of students speaking test

**Table 4.8**  
**The result of the test in cycle II**

NO	Respondent	Three aspect of speaking assessment			Score of test
		Accuracy	Fluency	Comprehensibility	
1	01	4	3	5	67
2	02	5	5	4	78
3	03	5	4	4	72
4	04	4	5	3	67
5	05	4	5	3	67
6	06	4	3	4	61
7	07	4	5	5	78
8	08	5	5	4	78
9	09	5	5	3	72
10	010	5	5	4	78
11	011	4	4	5	78
12	0 12	5	5	5	83
13	013	5	3	4	67

14	014	4	5	5	78
15	015	5	4	5	78
16	016	3	5	5	72
17	017	4	4	4	67
18	018	3	5	4	67
19	019	5	3	4	67
20	020	5	3	5	72
21	021	5	4	3	67
22	022	4	4	5	72
23	023	3	5	4	67
24	024	5	4	4	72
25	025	4	4	5	72
	Mean Scores				71,88

Calculating the mean score of the student's speaking test of cycle 2

$$Md = \frac{\sum x}{N}$$

$$= \frac{1.797}{25}$$

$$= 71,88$$

**Table 4.9**  
**The rate percentage of students' score at the second cycle**

Classification	Score	Frequency	Percentage
Excellent	90-100		
Very Good	80-89	1	4%
Good	70-79	14	56%
Average	60-69	10	40%
Poor	50-59		
Very Poor	0-49		
Total			100%

The table 4.9 shows that the students' score at the second cycle test there were none students (0%) got classification "Excellent", 1 student (4%) got classification "Very Good", 14 students (56%) got classification "Good", 10 students (40%) got classification "Average", none students (0%) got classification "Poor" and none students (0%) got classification "Very poor".

**Table 4.10**  
**Observation list cycle II**

NO	Students Name	Students Participation		
		Not Active	Less Active	Active
1	01			
2	02			
3	03			
4	04			
5	05			

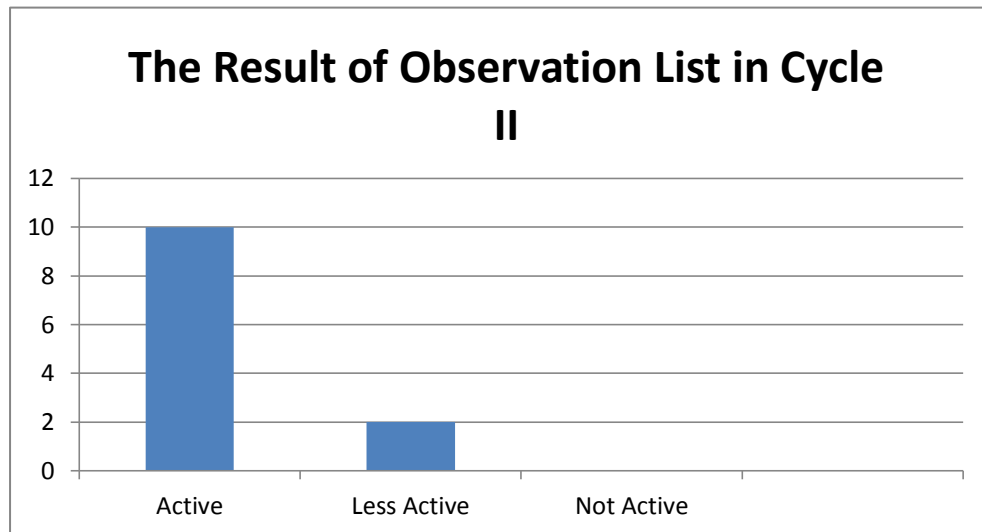
6	06			
7	07			
8	08			
9	09			
10	010			
11	011			
12	012			
13	013			
14	014			
15	015			
16	018			
17	017			
18	018			
19	019			
20	020			
21	021			
22	022			
23	023			
24	024			
25	025			

Where:

- a) **Active** : the students responses the material by listening, speaking and interacting with others, whether to the teacher or his/her friends
- b) **Less Active** : the student pays attention and gave responses once in a while

- c) **Not Active** : the student did not give responses to the material, she/he looks confuse, bored and sometimes leaves the class

**Table 4.11**



From the observation activity at the classroom above showed that there were 23 students active, 2 students less active and none student did not active. it was means that the students really active. The evaluation means score is 71,88. It was mean that in the second cycle, most of students very active to join the learning proccess and they enjoy the lesson. Also most of them got good score and the researcher and observer were sure in this cycle is succees based on the observation.



Based on the result of the test in cycle II the observation for clear look at that table.

1. Accuracy

**Table 4.12**  
**Accuracy**

Classification	Score	Frequency	Total Sample
Excellent	6		25
Very Good	5	12	25
Good	4	10	25
Average	3	3	25
Poor	2		25
Very Poor	1		25

Based on the table 4.12 shows that the students' score in the accuracy of cycle II are varieties: in which there were none students got "Excellent" 12 students got "Very Good", 10 students got "Good", 3 students got "Average", none students got "Poor" and none students got "Very Poor" classification.

2. Fluency

**Table 4.13**  
**Fluency**

Classification	Score	Frequency	Total Sample
Excellent	6		25
Very Good	5	12	25
Good	4	8	25
Average	3	5	25
Poor	2		25
Very Poor	1		25

Based on the table 4.13 shows that the students' score in the fluency of cycle II are varieties: in which there were none students got "Excellent", 12 students got "Very Good", 8 students got "Good", 5 students got "Average", none students got "Poor" and none students got "Very Poor" classification.

### 3. Comprehensibility

**Table 4.14**  
**Comprehensibility**

Classification	Score	Frequency	Total Sample
Excellent	6		25
Very Good	5	10	25
Good	4	11	25
Average	3	4	25
Poor	2		25
Very Poor	1		25

Based on the table 4.14 shows that the students' score in the Comprehensibility of cycle II are varieties: in which there were none students got "Excellent", 10 students got "Very Good", 11 students got "Good", 4 students got "Average", none students got "Poor" and none students got "Very Poor" classification.

## **B. Discussion**

There was great progress in the research to teaching speaking used snake and ladder board game in the learning process. Using snake and ladder board game made students more active, interesting and did not bored in learning process. It was occurred for two times from cycle I and cycle II.

The classroom action research had conducted in two cycle that consist of two meetings. Cycle I consisted of two meetings and cycle II consisted of two meetings. There were four stages: planning, implementing, observing and reflecting. The researcher's collaborator acted as the observer who observation and keep monitoring. During the research, observation the research process while the researcher apply the snake and ladder board game in the classroom based on the planning which has design by the researcher and collaborator.

However, after the students learning speaking through snake and ladder board game they feel enjoy and active in learning process. It seen from their enthusiastic and interested in the lesson while teaching learning process and the increase of their understanding from their score.

Based on the result of the students' speaking score, it was found that the students' speaking score was improving. It indicated that the use of snake and ladder board game could increase their speaking. Most of students gained good score at the end of cycle. The in the first cycle was 43,06 and the students' score in the second cycle was 71,88.

In the first cycle was less success because the students' performance in classroom was less active to join learning process. Snake and ladder board game

was great to use in teaching speaking and great ways too. Even though, there were some students who were active in this cycle. The result of score in cycle I the highest score was 61 and the lowest was 33, the mean score of the students was 43,06. The researcher and collaborator has initiative to continue the research to more prove the power of snake and ladder board game but using different model from cycle I.

In the second cycle made students to be active in the class. Almost students focused during the learning process. There were not shy to talk. From the result of the students speaking test the highest score was 83 and the lowest was 61. It means the students' result was improved. All of students has good participant in learning process and it causes the improvement of comprehension. The researcher and collaborator more believe that snake and ladder board game was really great in teaching students speaking ability and it really nice if we use in the classroom because the students will active and enjoy the lesson.

The researcher take some students as the representative who has different ability. The first student is student (04), the researcher found the student difficulty to describe. After the researcher gave explanation and applying snake and ladder board game in learning process, the students more interest to describe.. The second student is student (07). the researcher found the student low in fluency and accuracy in describe material. After the researcher gave explanation and applying snake and ladder board game in learning process, the students really enjoy in learning process.. and the last student is student (08), the researcher found that student low in comprehensibility in describe material. After the researcher gave

explanation and applying snake and ladder board game in learning process, the student more active in learning process.

This research are similar to Agnes Ambar Pratiwi Bayuningsih's study, where she said that the implementation of snakes and ladders board game was successfully done in improving the students' speaking ability. The game was effective because it gave fun atmosphere in learning and gave the students new experience in learning process<sup>28</sup>. Endang Kusrini's study where she said that snake and ladder board game is more effective than translation in teaching vocabulary for the eighth grade of junior high school<sup>29</sup>.

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<sup>28</sup> Agnes Ambar Pratiwi Bayuningsih, "Improving students' speaking ability using the snakes and ladders board game at 11<sup>th</sup> grade of SAINT PIUS X Vocational high school Magelang"

<sup>29</sup> Endang Kusrini. "Teaching vocabulary for junior high school students using snake and ladder game" in *jurnal aktif V.XIX*, No 4

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

#### **A. Conclusion**

Based on the research result the researcher concluded the appropriate ways of teaching speaking through snake and ladder board game in SMKN 1 Palopo are: 1) the teacher prepared all tools that needed. 2) The teacher explained about the speaking material. 3) The teacher gave chance to students to explain the material with their partner. 4) The teacher explains about the game and the rule of the game that will use. 5) The teacher divided students into some group and begin to play the game. 6) The teacher come to each group to check the students and gave help to students if they want. 7) For elementary learner the teacher gave more attention and gave guided more so that the student will not feel difficulty in learning. 8) The teacher gave explanation and conclusion about the material.

Based on the description of data analysis at the previous chapter, the researcher concluded that the use of snake and ladder board games is an appropriate way to improve students speaking ability especially describing material at the tenth grade of SMKN 1 PALOPO. The students are active to speak and understand the speaking material. That is a significant improvement. It is proven by the significant difference between the student's mean score at cycle 1 and cycle 2. The mean score of the students in cycle 1 is 43,06 and the mean score of the students in cycle 2 is 71,88. The student's participant and the second cycle is more active than the first cycle. In this case, the students have a positive perception that using snake and ladder board game can improve their speaking ability.

## **B. Suggestions**

Related to the conclusion above the researcher gave some suggestions and hopefully will be useful for the teachers and students.

### **1. For Teacher**

The teacher should more pay attention to the model of teaching speaking because of it very helpful for the students if the way of the teacher in teaching is good. The teacher better used some games in the learning process to make students more interest in the learning process. The teacher could use a snake and ladder board game in teaching speaking to make students more active and not bored in the learning process.

### **2. For Students**

The students should be paying attention to the teachers about their way of using the snake and ladder board game of teaching because it will help the students to more easily understand in speaking. To be able speaking well the students should be practice and use snake and ladder board game in the learning process to help them to more active in the learning process

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# **A P P E N D I X E S**

## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

### SIKLUS I

1. Sekolah : SMKN 1 PALOPO  
Mata pelajaran : Bahasa Inggris  
Kelas : X  
Pembahasan : Mendeskripsikan orang  
Waktu : 2 x 45 menit  
Keterampilan : Berbicara
2. Kompetensi Inti
  1. Memahami, menerapkan menganalisis pengetahuan faktual, konseptual, prosedural, berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
  2. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan
3. Kompetensi dasar
  - 1.1 Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaanya
  - 1.2 Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana tentang orang, tempat wisata dan bangunan bersejarah terkenal
  - 1.3 Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks dan kebahasaan yang benar dan sesuai konteks

1.4 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata dan bangunan bersejarah terkenal dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan secara benar dan sesuai dengan konteks

4. Indikator

- Menggunakan kosa kata yang tepat untuk mendeskripsikan
- Mendeskripsikan sesuai dengan petunjuk yang diberikan

5. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat:

- Siswa dapat menggunakan kosa kata yang tepat untuk mendeskripsikan
- Siswa dapat mendeskripsikan sesuai dengan petunjuk yang diberikan

6. Materi Pembelajaran

Mendeskripsikan Orang

7. Metode Pembelajaran

Direct Method

8. Langkah-Langkah Kegiatan

a. Kegiatan pendahuluan

- Guru memberikan salam
- Guru mengajak siswa berdoa sebelum belajar
- Guru mengecek kehadiran siswa

b. Kegiatan inti

- Guru menanyakan tentang mendeskripsikan orang
- Guru dan siswa bertanya jawab terkait materi
- Guru memberikan penjelasan “how to describe people”
- Guru memberikan kesempatan kepada siswa untuk maju kedepan satu per satu dan mendeskripsikan
- Guru menjelaskan alur dari permainan yang akan digunakan dalam proses pembelajaran

- Guru membagi siswa menjadi beberapa kelompok (sesuai jumlah siswa)
- kemudian untuk setiap kelompok memutuskan siapa yang akan mulai pertama dan terakhir
- putar dadu dan pindah berdasarkan angka yang ada pada dadu
- jika mendarat ditangga ambil kartu dan lakukan sesuai dengan petunjuk yang ada
- jika mendarat diular ambil kartu dan lakukan sesuai dengan petunjuk yang ada
- orang pertama yang berhasil menyelesaikan permainan adalah pemenangnya.

c. Kegiatan Penutup

- Guru membarikan tugas (pekerjaan rumah) untuk mendeskripsikan
- Siswa membuat kesimpulan
- Guru menutup pelajaran dengan berdoa

9. Sumber belajar

Buku yang relevan

10. Media pembelajaran

- Ular tangga
- Papan tulis
- Kartu

11. Aspek penilaian

- Fluency
- Accuracy
- Comprehensibility

## **Language Pattern**

### **A. Opening**

1. Assalamualaikum warahmatullahi wabarakatuh
2. Thanks for the time give to me
3. My name is .....
4. I would like to describe.....
5. Let me describe.....
6. I will describe.....

### **B. Description**

1. Mr/Ms ..... is
2. He/She is a .....
3. He/She has ..... face
4. He/She has ..... skin
5. He/She has ..... body
6. He/She has ..... nose

### **C. Conjunction**

1. And (dan)
2. Then (kemudian)
3. But (tapi)
4. Next (selanjutnya)
5. Usually (biasanya)
6. The first (pertama)

7. second (kedua)

**D. Physical characteristic (Ciri fisik)**

1. Complexion (Warna kulit)

- a. light (putih)
- b. fair (cerah)
- c. tan (kecoklatan)
- d. dark (gelap)

2. Height (tinggi badan)

- a. tall (tinggi)
- b. short (pendek)
- c. medium height (sedang)

3. Age (umur)

- a. old (tua)
- b. young (muda)
- c. middle aged (paruh baya)
- d. elderly (tua, usia lanjut)

4. Figure (bentuk tubuh)

- a. small (kecil)
- b. big (besar)
- c. skinny (kurus)
- d. slim (ramping)
- e. fat (gemuk)

f. stocky (kekar)

g. muscular (berotot)

5. Looks (penampilan)

a. beautiful/pretty (cantik)

b. cute (imut,manis)

c. attractive (menarik)

d. cool (keren)

e. ugly (jelek)

6. Personality (kepribadian)

a. polite (sopan)

b. selfish (egois)

c. honest (jujur)

d. arrogant (sombong)

e. careless (ceroboh)

f. diligent (rajin)

g. stingy (pelit)

h. confident (percaya diri)



## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

### SIKLUS II

12. Sekolah : SMKN 1 PALOPO  
Mata pelajaran : Bahasa Inggris  
Kelas : X  
Pembahasan : Mendeskripsikan orang  
Waktu : 2 x 45 menit  
Keterampilan : Berbicara

#### 13. Kompetensi Inti

3. Memahami, menerapkan menganalisis pengetahuan faktual, konseptual, prosedural, berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan

#### 14. Kompetensi dasar

- 1.5 Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya
- 1.6 Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana tentang orang, tempat wisata dan bangunan bersejarah terkenal
- 1.7 Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks dan kebahasaan yang benar dan sesuai konteks

1.8 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata dan bangunan bersejarah terkenal dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan secara benar dan sesuai dengan konteks

15. Indikator

- Menggunakan kosa kata yang tepat untuk mendeskripsikan
- Mendeskripsikan sesuai dengan petunjuk yang diberikan

16. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat:

- Siswa dapat menggunakan kosa kata yang tepat untuk mendeskripsikan
- Siswa dapat mendeskripsikan sesuai dengan petunjuk yang diberikan

17. Materi Pembelajaran

Mendeskripsikan Orang

18. Metode Pembelajaran

Direct Method

19. Langkah-Langkah Kegiatan

d. Kegiatan pendahuluan

- Guru memberikan salam
- Guru mengajak siswa berdoa sebelum belajar
- Guru mengecek kehadiran siswa

e. Kegiatan inti

- Guru menanyakan tentang mendeskripsikan orang
- Guru dan siswa bertanya jawab terkait materi
- Guru memberikan penjelasan “how to describe people”
- Guru memberikan kesempatan kepada siswa dan pasangannya untuk maju kedepan dan mendeskripsikan
- Guru menjelaskan alur dari permainan yang akan digunakan dalam proses pembelajaran
- Guru memberikan ice breaking

- Guru membagi siswa menjadi beberapa kelompok (sesuai jumlah siswa)
- kemudian untuk setiap kelompok memutuskan siapa yang akan mulai pertama dan terakhir
- putar dadu dan pindah berdasarkan angka yang ada pada dadu
- jika mendarat ditangga ambil kartu dan lakukan sesuai dengan petunjuk yang ada
- jika mendarat diulnar ambil kartu dan lakukan sesuai dengan petunjuk yang ada
- orang pertama yang berhasil menyelesaikan permainan adalah pemenangnya.

f. Kegiatan Penutup

- Guru membarikan tugas (pekerjaan rumah) untuk mendeskripsikan
- Siswa membuat kesimpulan
- Guru menutup pelajaran dengan berdoa

20. Sumber belajar

Buku yang relevan

21. Media pembelajaran

- Ular tangga
- Papan tulis
- Kartu

22. Aspek penilaian

- d. Fluency
- e. Accuracy
- f. Comprehensibility

## **Language Pattern**

### **A. Opening**

1. Assalamualaikum warahmatullahi wabarakatuh
2. Thanks for the time give to me
3. My name is .....
4. I would like to describe.....
5. Let me describe.....
6. I will describe.....

### **B. Description**

1. Mr/Ms ..... is
2. He/She is a .....
3. He/She has ..... face
4. He/She has ..... skin
5. He/She has ..... body
6. He/She has ..... nose

### **C. Conjunction**

1. And (dan)
2. Then (kemudian)
3. But (tapi)
4. Next (selanjutnya)
5. Usually (biasanya)
6. The first (pertama)

7. second (kedua)

**D. Physical characteristic (Ciri fisik)**

7. Complexion (Warna kulit)

- e. light (putih)
- f. fair (cerah)
- g. tan (kecoklatan)
- h. dark (gelap)

8. Height (tinggi badan)

- d. tall (tinggi)
- e. short (pendek)
- f. medium height (sedang)

9. Age (umur)

- e. old (tua)
- f. young (muda)
- g. middle aged (paruh baya)
- h. elderly (tua, usia lanjut)

10. Figure (bentuk tubuh)

- h. small (kecil)
- i. big (besar)
- j. skinny (kurus)
- k. slim (ramping)
- l. fat (gemuk)

m. stocky (kekar)

n. muscular (berotot)

11. Looks (penampilan)

f. beautiful/pretty (cantik)

g. cute (imut,manis)

h. attractive (menarik)

i. cool (keren)

j. ugly (jelek)

12. Personality (kepribadian)

i. polite (sopan)

j. selfish (egois)

k. honest (jujur)

l. arrogant (sombong)

m. careless (ceroboh)

n. diligent (rajin)

o. stingy (pelit)

p. confident (percaya diri)

## SIKLUS I

### LEMBAR PENGAMATAN AKTIVITAS SISWA DALAM PROSES PEMBELAJARAN SPEAKING MELALUI SNAKE AND LADDER BOARD GAME

Nama siswa :

Nis :

Pertemuan ke :

NO	ASPEK YANG DIAMATI	PENILAIAN			
		1	2	3	4
1	Perhatian siswa menerima instruksi pada proses awal kegiatan pembelajaran				
2	Pusat perhatian dalam memahami materi				
3	Ketekunan siswa dalam mendiskusikan materi				
4	Semangat siswa dalam menerima materi menggunakan snake and ladder board game				
5	Ketertiban siswa selama pembelajaran berlangsung				
6	Kemampuan siswa dalam memahami materi yang diajarkan				
7	Keaktifan siswa dalam kelas				
8	Tingkat kemampuan siswa dalam mengungkapkan gagasan, memberi tanggapan, sanggahan atau tambahan terhadap topik yang dibicarakan				

Ket : 1: Tidak Baik      2: Kurang Baik   3: Cukup Baik      4: Baik

Catatan:

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.....

Palopo, Juli  
2019

**ST. Marhama**  
**Collaborator**



# SIKLUS I

## LEMBAR PENGAMATAN AKTIVITAS GURU DALAM PROSES PEMBELAJARAN SPEAKING MELALUI SNAKE AND LADDER BOARD GAME

Nama :

Nim :

Pertemuan ke :

NO	ASPEK PENGAMATAN	PENILAIAN			
		1	2	3	4
I	PERSIAPAN (Secara Keseluruhan)				
II	PELAKSANAAN				
	A. PENDAHULUAN				
	1. Membuka Kelas				
	2. Memotivasi Siswa				
	3. Menghubungkan materi pembelajaran sekarang dengan sebelumnya				
	B. Kegiatan Inti				
	1. Menjelaskan materi tentang mendeskripsikan				
	2. Menjelaskan tentang alur snake and ladder board game				
	3. Melatih siswa dalam mengaplikasikan snake and ladder board game				
	4. Mengawasi siswa dalam menerima materi				
	5. Mengarahkan siswa dalam melaksanakan snake and ladder board game				

	6. Memberi bantuan kepada siswa yang kesulitan				
	7. Feed back dari guru				
	C. PENUTUP				
	1. Menyimpulkan materi				
	PENGELOLAAN WAKTU				
	TEKNIK BERTANYA GURU				
	PENGUASAAN KELAS				

Keterangan :

1 : Tidak Baik

2 : Kurang Baik

3 : Cukup Baik

4 : Baik

Catatan :

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Palopo, Juli 2019

**ST. Marhama**  
**Collaborator**

## SIKLUS II

### LEMBAR PENGAMATAN AKTIVITAS SISWA DALAM PROSES PEMBELAJARAN SPEAKING MELALUI SNAKE AND LADDER BOARD GAME

Nama siswa :

Nis :

Pertemuan ke :

NO	ASPEK YANG DIAMATI	PENILAIAN			
		1	2	3	4
1	Perhatian siswa menerima instruksi pada proses awal kegiatan pembelajaran				
2	Pusat perhatian dalam memahami materi				
3	Ketekunan siswa dalam mendiskusikan materi				
4	Semangat siswa dalam menerima materi menggunakan snake and ladder board game				
5	Ketertiban siswa selama pembelajaran berlangsung				
6	Kemampuan siswa dalam memahami materi yang diajarkan				
7	Keaktifan siswa dalam kelas				
8	Tingkat kemampuan siswa dalam mengungkapkan gagasan, memberi tanggapan, sanggahan atau tambahan terhadap topik yang dibicarakan				

Ket : 1: Tidak Baik      2: Kurang Baik   3: Cukup Baik      4: Baik

Catatan:

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Palopo,            Agustus  
2019

**ST. Marhama**  
**Collaborator**

## SIKLUS II

### LEMBAR PENGAMATAN AKTIVITAS GURU DALAM PROSES PEMBELAJARAN SPEAKING MELALUI SNAKE AND LADDER BOARD GAME

Nama siswa :

Nim :

Pertemuan ke :

NO	ASPEK PENGAMATAN	PENILAIAN			
		1	2	3	4
I	PERSIAPAN (Secara Keseluruhan)				
II	PELAKSANAAN				
	D. PENDAHULUAN				
	4. Membuka Kelas				
	5. Memotivasi Siswa				
	6. Menghubungkan materi pembelajaran sekarang dengan sebelumnya				
	E. Kegiatan Inti				
	8. Menjelaskan materi tentang mendeskripsikan				
	9. Menjelaskan tentang alur snake and ladder board game				
	10. Melatih siswa dalam mengaplikasikan snake and ladder board game				
	11. Mengawasi siswa dalam menerima materi				
	12. Mengarahkan siswa dalam melaksanakan snake and ladder board game				

	13. Memberi bantuan kepada siswa yang kesulitan				
	14. Feed back dari guru				
	F. PENUTUP				
	2. Menyimpulkan materi				
	PENGELOLAAN WAKTU				
	TEKNIK BERTANYA GURU				
	PENGUASAAN KELAS				

Keterangan :

1 : Tidak Baik

2 : Kurang Baik

3 : Cukup Baik

4 : Baik

Catatan :

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Palopo, Agustus 2019

**ST. Marhama**  
**Collaborator**

## Documentation

1. The researcher gave material



2. The students present the material





### 3. The students playing snake and ladder board game





SNAKE AND LADDER BOARD GAME



## **Transcription of the students' speaking**

### **SIKLUS I**

1. Student 01 :

Syah rukh khan. He is a man. eeee.... He is handsome. his skin is white. his nose is mancung and he is tinggi.

2. Student 02 :

Her name is sinta. she is my sister. She is short and her skin is brown.... her nose is flat but she is beautiful. hehehe..... she is good. and she love me.

3. Student 03 :

She is beautiful... she is skin brown white.. she is flat eeeee she is tall. hehehehe

4. Student 04 :

His skin is white. his hair is black. eeeee.... he is handsome boy. he is tall and his nose mancung

5. Student 05 :

He is my brother . he is tall, he is white, she. ... Oh no. hehehe. he is handsome. his hair is brown. he is good

6. Student 06 :

She has white skin, she is beautiful. mmm.... she has two sisters. she is good people. she hehehe she is smart seperti me hahaha

7. Student 07 :

He is handsome, he is tall, he is colour hair is brown, he is thin and he is white. he is like play football with their friends. he has girlfriend. hehehe.... he is smart. but he is calm

8. Student 08 :

I will describe Aliando . he is handsome boy. his skin is white. he is artis and singer also kak. the colour his hair is black. he is good people. he always smile. di Tv kak hahahah..... he is smart. he is my pacar kak ahahha... mmm he is short and I love it.

9. Student 09 :

She is oki setiana dewi, she is tall, she is beautiful, her skin is white, mmm..she is smart, she is hijabers, she is artis. she is singer and she is ustadzah.

10. Student 010 :

She is beautiful and cute, her skin is white, she is short. eeeee.... she is smart. she is apa kalo berjilbab kak?? hehe she is berjilbab. she is good

11. Student 011 :

He is skin is white he is black hair.....ehhh salah iiii, hehehhe. he is handsome boy...he is tall. itu ji

12. Student 012 :

He is handsome. eeee he is nose is flat. he is mmmmm itu ji



13. Student 013 :

She is women. she is beautiful but lebih beautiful me, hahaha.... she is short. mmm she is smart sedikit hehehe

14. Student 014 :

She is my best friend. she is sedikit beautiful hahaha... she is smart. her skin is brown. she has tahi lalat. mmm.... she is tall but me lebih tall lagi. heheh... she has boyfriend ahaha.... sudah mi kak

15. Student 015 :

He is sedikit handsome. but me handsome ahahaha..... he is black

16. Student 016 :

He is my father. my father is handsome, hehehe sembarang ji saya toh kak? my father is smart seperti me. mmm.... my father is tall. he is good

17. Student 017 :

She is my sister. her name is ehh ayu. she is beautiful tapi beautiful pi saya kak. ahahaah..... she is good.

18. Student 018 :

He is aliando. he is handsome. he is kembaranku kak ahahaha....

19. Student 019 :

She is my mother. her name is farida. my mother is beautiful seperti me kak. ahahaha.... my mother is good. kasi saya uang ahaha....

20. Student 020 :

He is handsome. he is eeee tall. mmm... he is smart sedikit ahaha..... he is jago play football. but lebih jago saya kak ahaha....

21. Student 021 :

He is my frined. he is handsome. hehehe.... he is smart but me lebih smart donk. mmm... he is good. itu moo

22. Student 022 :

He is aliando. aliando is handsome boy. he is pacarku kak ahahaa.....

23. Student 023 :

He is syah rukh khan. he is mantan ku kak ahaha.... he is handsome

24. Student 024 :

She is my sister. I have 2 sisters. eeeee her name is siska. she is beautiful but me more beautiful donk. ahaaha.... she is tall dari saya but sedikit ahaha....

25. Student 025 :

He is handsome boy. he is tall.. mmm... he is smart tapi sedikit. ahaha... he is good

## **Transcription of the students' speaking**

### **SIKLUS II**

1. Students 01 :

I will describe my sister. my sister name is firda... she is beautiful but me beautiful juga. ahahaha.... she is smart. her skin is white but me white juga kak. hehehe.... she has boyfriend. she is flat and me mancung.

2. Student 02 :

I would like to describe eeee describe my father. my father name is jamal. my father is handsome boy. heheh.... he is smart seperti me donk kak... he is tall. his skin is brown. my father like wear hat. my father is good people. always help me. my father is my hero.

3. Student 03 :

Hmm... ok I will describe mmm.... describe my brother. my brother is handsome boy. he is tall but me more tall donk. he is like play football and we always play football together. mmmm....

4. Student 04 :

Well, I will describe. he is handsome boy. he is smart. he is tall and his skin is white. mmm.... he is my boyfriend. hehehe.... he is love me and I love him. he is good and I like him. heheh....

5. Student 05 :

I would like to describe. she is beautiful. she is cute. she is really smart. she is hijabers. she is artis. mmm.... she has white skin. she has eeee has flat nose. she is good person



6. Student 06 :

I will describe. I have a close friend. she is really smart. me also. heheh..... she also kind and warm. that is why she has a lot of friends. especially, she is very helpful. and always help me also.

7. Student 07 :

Adi is my boyfriend. he is handsome boy. he is tall. he is skinny, and he has tan skin. he is actually clever. he love sport. he like play football. he always play football with their friends. he is a good man. mmm.... he is very humble. his colour hair is black. he like black

8. Student 08 :

Ok... I would like to describe my best friend. my best friend name is linda. she is a beautiful girl. she is cute also. linda is a smart girl. her skin is fair. she is little tall then me. she is more young then me. she is skinny. but she looks cute. she is a polite person. mmm.... she always optimistic with everything happen with her. she is a good person. really?

9. Student 09 :

I will describe. he is handsome. he is tall. he is little smart lah. mmm... he is young then me. his skin is little dark, yah maybe tan. he is stocky. he looks cool but sometimes make me bad mood. but he is a good man.

10. Student 010 :

I have friend. she is really smart and always help me to doing homework. she is kind and always help people. she like sport. she like play badminton. if we don't have homework we always play badminton together. she is really kind. and I love my friend

11. Student 011 :

He is artis and singer also. his name is aliando syarif.but almost people call him aliando or ali. maybe, but I see in television. he is handsome. and he has white skin.

12. Student 012 :

I will describe. he is artis. he is handsome boy. mmm.... he is tall and he is smart also. he is cute eeeee..... he is good heheh

13. Student 013 :

She is still young then me. she is beautiful but little. hehehe.... she is yah little smart also. she is tall but her body is fat. she is like eat. everything she like will she eat. but she is a good person

14. Student 014 :

Well, I would like to describe. he is handsome boy. he is muscular. he is little tall but he looks cool. he like play football with their friends. mmm.... he has brown skin. and he looks cute with that color. he always smile if meet people. he is a good man.

15. Student 015 :

Ok. heheh... she is beautiful. very beautiful. she has white skin and mulus. heheh... she is my girlfriend. pacar itu toh kak kalo girlfriend.

16. Students 016 :

I would like to describe my mother. my mother name is sumi. my mother is beautiful like me. anaknya, hehehh.... my mother is smart. she has white skin. my mother has flat nose but me mancung donk hehehe... I love my mother and my mother love me to

17. Student 017 :

I will describe my brother. I have brother, my brother is handsome boy. my brother name is alfin. he is tall then me because he is more old. my brother like play football with me. he is good people.

18. Student 018 :

She is beautiful girl. she is tall. mmm.... she is cute also kak. apa lagi leee... ohh she is smart but tidak terlalu. she has brown skin. she is good people.

19. Student 019 :

I will describe. hehee... he is handsome. he is smart in class. he is tall and looks cool. mmm... he is like sport. he is like play football. he has thin body. the color his hair is black but ada brown sedikit. hehehe... cocok mi kak. he is good people. he is good ahahaa...

20. Student 020 :

She is cute. she is beautiful also. but me more beautiful donk. hehehe.... she is my friend. my in class. she is funny. make me always laugh. mmm... she is smart. my friend more old then me. and she always help me if me have problem. she is a good friend.

21. Student 021 :

She is my friend. my friend is beautiful. she cute also. she is smart and always help to doing my homework. mmm... she is good person. she has thin body. and she looks sweet.

22. Student 022 :

I want to describe my friend. he is sedikit handsome. but me handsome donk. hahaha.... he is smart. he has brown skin. he is funny. and then he is good.

23. Student 023 :

I will describe. I have friend. her name is salsa. mmm.... she is sweet. and beautiful. she has slanting eyes and then ..... mmmm she is tall and she has flat nose.

24. Student 024 :

I would like describe about my best friend. my best friend name is bila. she is beautiful. she is cute also. and me cute also. hehehe... she has white skin and then mmm..... she is kind person and frinendly. she always help me also. she like wear veil. she is good.

25. Student 025 :

I will describe my boyfriend. hehhee.. malu ka bhh. mmm... he is handsome. he is tall. eee he is like sport. he like play football. he has brown skin. he is love me. and I love him. ahahah....



**PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENDIDIKAN  
UPT-SMK NEGERI 1 PALOPO**

Jln.K.H.M. Kasim No.10 Telp.(0471) 21048 – 22208 Palopo

Website : <http://www.smkn1-plp.sch.id> Email : [smea1palopo@gmail.com](mailto:smea1palopo@gmail.com)

**SURAT KETERANGAN PENELITIAN**

Nomor: 421.5/<sup>292</sup>-UPT SMK.1/PLP/DISDIK

Yang bertanda tangan di bawah ini, Kepala UPT SMK Negeri 1 Palopo menerangkan :

Nama : RAHMAWATI JUFRI  
NIM : 15.0202.0039  
Jenis Kelamin : Perempuan  
Program : S1 Pend. Bahasa Inggris  
Alamat : Jl. Bakau Kota Palopo

Telah selesai melaksanakan Penelitian di SMK Neg. 1 Palopo dari tanggal 09 Juli 2019 s.d 16 Agustus 2019 dalam rangka penyusunan *Skripsi* berdasarkan Surat dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu, Nomor : 972/IP/DPMPTSP/VII/2019, Tanggal 17 Juli 2019, Perihal : Izin Penelitian, dengan judul penelitian :

**“ THE USE OF SNAKE AND LADDER BOARD GAME TO IMPROVE STUDENTS SPEAKING ABILITY OF THE TENTH GRADE SMKN 1 PALOPO . “**

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.



Palopo, 20 Agustus 2019  
Kepala UPT SMK Neg. 1 Palopo,

**Ridwan Rajab**

NIP. 19660405 200701 1 032





**PEMERINTAH KOTA PALOPO**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

**ASLI**

**IZIN PENELITIAN**  
**NOMOR : 972/IP/DPMPTSP/VII/2019**

**DASAR HUKUM :**

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK;
2. Peraturan Mendagri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Mendagri Nomor 7 Tahun 2014;
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
4. Peraturan Walikota Palopo Nomor 22 Tahun 2016 tentang Pendelegasian Wewenang Penyelenggaraan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

**MEMBERIKAN IZIN KEPADA**

Nama : RAHMAWATI JUFRI  
Jenis Kelamin : Perempuan  
Alamat : Jl. Bakau Kota Palopo  
Pekerjaan : Mahasiswa  
NIM : 15.0202.0039

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

**THE USE OF SNAKE AND LADDER BOARD GAME TO IMPROVE STUDENTS' SPEAKING ABILITY OF THE TENTH GRADE SMKN 1 PALOPO**

Lokasi Penelitian : SMK NEGERI 1 PALOPO  
Lamanya Penelitian : 16 Juli 2019 s.d. 16 Agustus 2019

**DENGAN KETENTUAN SEBAGAI BERIKUT :**

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo

Pada tanggal : 17 Juli 2019

Kepala Dinas Penanaman Modal dan PTSP

**FARID KASIM JS. SH. M.Si**

Pangkat : Pembina Tk. I

NIP : 19830309 200312 1 004

**Tembusan :**

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian